

COURSES OF STUDIES

FOR

THREE YEAR DEGREE

COURSE IN

SCIENCE HONOURS

DEPARTMENT OF ZOOLOGY

Choice Based Credit System (CBCS)

First & Second Semester Examination –2022-23

Third & Fourth Semester Examination –2023-24

Fifth & Sixth Semester Examination –2024-25



GOVERNMENT AUTONOMOUS COLLEGE,

PHULBANI, KANDHAMAL

DISTRIBUTION OF MARKS

Paper with Practical	
Mid Sem(15Marks)	
Two questions to be answered carrying 1 mark each	2X1 mark =2marks
Two questions to be answered carrying 1.5 marks each	2X1.5 marks= 3marks
Two questions to be answered carrying 2 mark each	2X2 marks=4marks
One question to be answered carrying 6 mark each	1X6marks= 6marks
End Sem(60Marks)	
Eight questions to be answered carrying 1 mark each	8X1 mark =8marks
Eight questions to be answered carrying 1.5 mark each	8X1.5marks=12marks
Eight questions to be answered carrying 2 mark each	8X2marks=16marks
Four questions to be answered carrying 6 mark each	4X6marks=24marks
Paper without Practical	
Mid Sem(20Marks)	
Three questions to be answered carrying 1 mark each	3X1 mark =3marks
Two questions to be answered carrying 2 mark each	2X2 marks=4marks
Two questions to be answered carrying 3 mark each	2X3 marks=6marks
One question to be answered carrying 7 mark each	1X7marks= 7marks
End Sem(80Marks)	
Twelve questions to be answered carrying 1 mark each	12X1 mark=12marks
Eight questions to be answered carrying 2 mark each	8X2marks=16marks
Eight questions to be answered carrying 3 mark each	8X3marks=24marks
Four questions to be answered carrying 7 mark each	4X7marks=28marks

PROGRAM OUTCOME

- B.Sc zoology syllabus imparts students with the knowledge to get ahead in the career path they choose and help them for rewarding a job. Program of the department has been designed to facilitate the students with both theoretical and practical knowledge that it makes students learn about all the essential skills they require to succeed in their career paths.
- Program has also been designed to facilitate knowledge among the students and to inculcate the scientific temperament inside the students and outside the scientific community.

PROGRAM SPECIFIC OUTCOME:

- It provides students a launch-pad to enroll themselves for post graduate study in systematic and taxonomy. To inculcate research. Students become well versed regarding basic concepts of modern biology, field survey work and social extension program and their applications in real life with knowledge of various animals from primitive to highly evolved forms and its complexity.
- To foster curiosity in the students for Zoology & understand potential of various branches of Zoology.
- To equip students with laboratory skills as well as field based studies to become a successful entrepreneur.
- To highlight biodiversity and its need of conservation, make aware about ways of sustainability.
- Students become well versed regarding basic concepts of modern biology, field survey work and social extension program and their applications in real life.
- Practical work makes the students skillful, this skill will help them to design outdoor activities involving local citizens in conserving biodiversity in their daily life.
- Various activities like field survey and photography project develop their hidden talent, make their mind face to think and act. Science exhibition, poster competition, short trip help in shaping their personality and do innovations which will be beneficial for the country.

Govt. Autonomous College, Phulbani

SYLLABI FOR CBCS COURSE

Sem	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AECC) (2) (Skill Based)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	CORE-I	AECC- IAECC-III(EV-I)			GE-IA
	CORE-II				
II	CORE-III	AECC- IIAECC-III(EV-II)			GE-1B
	CORE-IV				
III	CORE-V	AECC-III(EV-III)	SEC-I		GE-2A
	CORE-VI				
	CORE-VII				
IV	CORE-VIII	AECC-III(EV-IV)	SEC-II		GE-2B
	CORE-IX				
	CORE-X				
V	CORE-XI	AECC-III(EV-V)		DSE-I	
	CORE-XII			DSE-II	
VI	CORE-XIII	AECC-III(EV-VI)		DSE-III	
	CORE-XIV			DSE-IV /Project	

YEAR & SEMESTER-WISE PAPERS & CREDITS AT A GLANCE

Three-Year (6-Semester) CBCS Programme (B.Sc. Hons) (Zoology Department)				
Yr.	Sl.No.	Course Structure	Code	Credit Points
FIRST YEAR	SEMESTER-I			
	1	Non-chordates I: Protistata Pseudocoelomates	C-1.1	4+2
	2	Principles of Ecology	C-1.2	4+2
	3			
	4	Environmental Studies & Disaster Management (For Science)	AECC-1.4	4
	5	Ethics & Values (Unit-I)	AECC-1.5	1
	SEMESTER-II			
	6	Non-chordates II: Coelomates	C-2.1	4+2
	7	Cell Biology	C-2.2	4+2
	8	Food, Nutrition and Health	GE-2.3	4+2
9				
10	Ethics & Values (Unit-II)	AECC-2.5	1	
SECOND YEAR	SEMESTER-III			
	11	Diversity of Chordates	C-3.1	4+2
	12	Physiology: Controlling and Coordinating systems	C-3.2	4+2
	13	Fundamentals of Biochemistry	C-3.3	4+2
	14			
	15			
	16	Ethics & Values (Unit-III)	AECC-3.6	1
	SEMESTER-IV			
	17	Comparative Anatomy of Vertebrates	C-4.1	4+2
	18	Physiology: Life sustaining Systems	C-4.2	4+2
	19	Biochemistry of Metabolic Process	C-4.3	4+2
	20	Environment and Public Health	GE-4.4	4+2
21				
22	Ethics & Values (Unit-IV)	AECC-4.6	1	
FINAL YEAR	SEMESTER-V			
	23	Molecular Biology	C-5.1	4+2
	24	Principles of Genetics	C-5.2	4+2
	25	Animal Behaviour and Chronobiology	DSE-5.3	4+2
	26	Economic Zoology	DSE-5.4	4+2
	27	Ethics & Values (Unit-V)	AECC-5.5	1
	SEMESTER-VI			
	28	Developmental Biology	C-6.1	4+2
	29	Evolutionary Biology	C-6.2	4+2
	30	Immunology	DSE-6.3	4+2
31	Project Work / Fish and Fisheries	DSE-6.4	6 / 4+2	
32	Ethics & Values (Unit-VI)	AECC-6.5	1	

Notes:

- C- Core Course
- GE- Generic Elective Course
- DSE- Discipline Specific Elective Course
- AECC- Ability Enhancement Compulsory Course
- SECC- Skill Enhancement Compulsory Course (Skill Based)
- For a 6 credit course, the total teaching hours are: Minimum-50 Hours, Maximum-65 Hours

SEMESTER-I**C-1.1: NON-CHORDATES I: PROTISTA TO PSEUDOCOELOMATES**

m

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

Objective of the paper is to provide brief idea about each taxon of the non-chordates with some important biological features.

THEORY**UNIT– I: Protista, Parazoa, Metazoa and Porifera**

General characteristics and Classification up to classes. Study of *Euglena*, *Amoeba*. Life cycle and pathogenicity of *Plasmodium vivax* and *Entamoeba histolytica*. Locomotion and Reproduction in Protista. General characteristics and Classification up to classes, Canal system and spicules in sponges.

UNIT– II: Cnidaria & Ctenophora

General characteristics and Classification up to classes, Metagenesis in *Obelia*, Polymorphism in Cnidaria, Corals and coral reefs. General characteristics and Evolutionary significance of Ctenophora.

UNIT– III: Platyhelminthes

General characteristics and Classification up to classes. Life cycle and pathogenicity of *Fasciola hepatica* and *Taenia solium*.

UNIT– IV: Nematelminthes

General characteristics and Classification up to classes. Life cycle, and pathogenicity of *Ascaris lumbricoides* and *Wuchereria bancrofti*. Parasitic adaptations in helminthes.

Note: Classification to be followed from “Barnes, R.D. (1982). Invertebrate Zoology, V Edition”

PRACTICAL

1. Study of whole mount of *Euglena*, *Amoeba* and *Paramecium*, Binary fission and Conjugation in *Paramecium*.
2. Examination of pond water collected from different places for diversity in protista.
3. Study of *Sycon* and *Sycon* (T.S. and L.S.), *Hyalonema*, *Euplectella*, *Spongilla*, *Clathrina*.
4. Study of *Obelia*, *Physalia*, *Millepora*, *Aurelia*, *Tubipora*, *Corallium*, *Alcyonium*, *Gorgonia*, *Metridium*, *Pennatula*, *Fungia*, *Meandrina*, *Madrepora*, *Velella*, *Porpita*
5. One specimen/slide of any ctenophore.
6. Study of adult *Fasciola hepatica*, *Taenia solium* and their life cycles (Slides/microphotographs).
7. Study of adult *Ascaris lumbricoides* and its life stages (Slides/micro-photographs).
8. To submit a Project Report on any related topic on life cycles/coral/coral reefs.

Note: Classification to be followed from “Ruppert and Barnes (2006) Invertebrate Zoology, 8th edition, Holt Saunders International Edition”

Outcomes

- Understand the Animal diversity around and principles of classification of animals.
- Learn about the differences and similarities in the various aspects of classification.
- Understand the possible group of the invertebrate observed in nature.

Text Books:

1. Kotpal RL; Modern Textbook of Zoology–Invertebrates; Rastogi Publications–Meerut; 2016 edition
2. Richard Busca, W. Moore, Stephen M. Shuster. Invertebrates; OUPUSA; 3rd edition (19 January 2016)

Suggested Readings:

- ❖ Richard Fox, Robert D. Barnes, Edward E. Ruppert, Invertebrate Zoology: A Functional Evolutionary Approach, Brooks/Cole; 7th edition 2003
- ❖ Barrington, E.J.W. Invertebrate Structure and Functions. II Edition, E.L.B.S. and Nelson.
- ❖ Hyman, L.H. Invertebrate Series (Recent edition)
- ❖ Verma P.S. A Manual of Practical Zoology: Invertebrates. S Chand Publication
- ❖ Parker J.J. and W.A. Haswell Textbook of Zoology. Vol I and II

C-1.2: PRINCIPLES OF ECOLOGY

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

The objective of this paper is to provide basic idea about, various aspects of ecological components, population influence and statistical measures.

THEORY

UNIT-I: Ecosystem and Applied Ecology

Ecology: Autecology and synecology, Types of ecosystems with one example in detail, Food chain: Detritus and grazing food chains, Linear and Y-shaped food chains, Food web, Energy flow through the ecosystem, Ecological pyramids, Nutrient and biogeochemical cycle with one example of Nitrogen cycle. Ecology in Wildlife Conservation and Management. Laws of limiting factors, Study of physical factors - (Light, temperature).

UNIT-II: Population

Attributes of population: Density, natality, mortality, life tables, fecundity tables, survivorship curves, age ratio, sex ratio, dispersal and dispersion Exponential and logistic growth, equation and patterns, r and K strategies. Population regulation - density-dependent and independent factors, Population interactions, Gause's Principle with laboratory and field examples.

UNIT-III: Community

Community characteristics: species richness, dominance, diversity, abundance, vertical stratification, Ecotone and edge effect; Ecological succession with one example. Theories pertaining to climax community.

UNIT-IV: Biometry

Biological data, graphical representation of data (frequency polygon and histogram), sampling techniques, measures of central tendency (Mean, median and mode), Measures of dispersion (range, quartile deviation, mean deviation and standard deviation), Hypothesis and hypothesis testing (Chi-square test, t-test)

PRACTICAL

1. Study of life tables and plotting of survivorship curves of different types from the hypothetical/real data provided.
2. Determination of population density in a natural/hypothetical community by quadrat method and calculation of Shannon-Weiner diversity index for the same community.
3. Study of an aquatic ecosystem: Phytoplankton and zooplankton collection, preservation and mounting, Measurement of temperature, turbidity/penetration of light, determination of pH, Dissolved Oxygen content (Winkler's method), BOD, COD, Free CO₂, Hardness, TDS.
4. Report on a visit to National Park/Biodiversity Park/Wild life sanctuary.
5. Chi-square analysis using seeds/beads/*Drosophila*.
6. Problems on standard deviation.
7. Graphical representation of data (Frequency polygon and Histogram).

Outcomes

- Learn about ecosystem and biosphere due to the dynamics in population.
- Understand the diversity of ecosystems, to understand the local life style and problems of the community.
- Know about food chains, food webs and link it with human and for non-exploitation of the biotic and abiotic components.

Text Book

1. Odum, E.P. and Barrett, G.W., (2018). Fundamentals of Ecology, 5th Edition
2. Smith and Smith, Elements of Ecology, Global Edition; Pearson Education India; ninth edition (14 May 2015)
3. Myra Samuels, J. Witmer, A. Schaffner, Statistics for the life sciences, Prentice Halls, Boston, 4th edition, 2012

Suggested Readings:

- ❖ Kormondy, (2017). Concepts of Ecology, Updated 4/e, Pearson
- ❖ Colinvaux, P.A. (1993). Ecology. II Edition. Wiley, John and Sons, Inc. Krebs, C.J. (2001). Ecology. VI Edition. Benjamin Cummings.
- ❖ Ricklefs, R.E., (2000). Ecology. 5th Edition. Chiron Press
- ❖ Dash M.C., Fundamentals of Ecology. McGraw Hill
- ❖ Smith T.M. and Smith R.L., Elements of Ecology, 8th Edition, Pearson education INC, USA
- ❖ Miller, G.T. and Spoolman, S.E. (2017) Environmental Science, 14th Edition. Cengage Publication, New Delhi.
- ❖ Banerjee Pranab Kumar, Introduction to biostatistics, S Chand & Company; 3rd Rev. Edn. 2006 edition
- ❖ Chainy GBN, Mishra G, Mohanty PK, 2016, Basic Biostatistics, Kalyani Publisher 3rd edition

AECC-1.4: ENVIRONMENTAL STUDIES (FOR SCIENCE STREAM)

**Full Marks –
100 Mid Sem – 20/1
hr End Sem – 80/3hrs**

UNIT– I

The Environment: The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem, Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle), Environment Pollution: Air Pollution, Water Pollution, Soil Pollution, Radiation Pollution

UNIT–II

Population Ecology: Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effect on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases

UNIT–III

Environmental Movements in India: Grassroot Environmental movements in India, Role of women, Environmental Movements in Odisha, State Pollution Control Board, Central Pollution Control Board

UNIT– IV

Natural Resources: Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986, Natural Disasters and their Management

Suggested Readings:

- ❖ Dash MC and Mishra PC, Man and Environment, McMillan, London.
- ❖ Mishra PC and Das MC, Environment and Society, McMillan, London.
- ❖ Odeem EP, Fundamentals of Ecology, Natraj Publication.
- ❖ Mishra DD, Fundamental Concept in Environmental Studies, S. Chand, New Delhi.
- ❖ Asthana DK and Asthana Meera, A Text book of Environmental Studies, S. Chand, New Delhi.
- ❖ Bharuach Erach, Textbook for Environmental Studies, Universities Press India Pvt. Ltd., Hyderabad.

AECC-1.5 (EV-I): ETHICS & VALUES

UNIT-I: Issues Relating to Women

**Full Marks –
25 End Sem Theory – 25/1hr**

1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values

1.2 Women and Family:

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence

1.3 Women and Work:

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass Ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict

1.4 Women, Community and Society:

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights

SEMESTER-II

C-2.1: NON-CHORDATES II: COELOMATES

Full Marks –
100 Mid Sem –
15/1hr

End Sem Theory – 60/3
hrs End Sem Practical –
25/3hrs

Objectives

The objective of this paper is about classification of coelomate invertebrates and the structure, function plus biology of these taxonomic categories as well.

THEORY

UNIT– I: Coelomates and Annelids

Evolution of coelom and metamerism. General characteristics and Classification up to classes; Excretion in Annelida.

UNIT– II: Arthropoda and Onychophora

General characteristics and Classification up to classes. Vision and Respiration in Arthropoda. Metamorphosis in Insects. Social life in bees and termites. Onychophora: General characteristics and Evolutionary significance.

UNIT– III: Mollusca

General characteristics and Classification up to classes. Respiration in Mollusca. Torsion and detorsion in Gastropoda. Evolutionary significance of trochophore larva.

UNIT– IV: Echinodermata

General characteristics and Classification up to classes. Water-vascular system in Asterozoa, Larval forms in Echinodermata, Affinities with Chordates.

Note: Classification to be followed from “Ruppert and Barnes (2006) Invertebrate Zoology, 8th edition, Holt Saunders International Edition”

PRACTICAL

1. Study of following specimens:
2. Annelids- *Aphrodite, Nereis, Heteronereis, Sabella, Serpula, Chaetopterus, Pheretima, Hirudinaria, Arenicola*
3. Arthropods- *Tachyplesus, Carinoscorpious, Palamnaeus, Palaemon, Daphnia, Balanus, Sacculina, Cancer, Eupagurus, Scolopendra, Julus, Bombyx, Periplaneta*, Squilla, Limulus Queen termites and honeybees
4. Onychophora- *Peripatus*
5. Molluscs- *Chiton, Dentalium, Pila, Doris, Helix, Unio, Ostrea, Pinctada, Sepia, Octopus, Nautilus, Mytilus, Loligo, Pecten*
6. Echinodermates- *Pentaceros/Asterias, Ophiura, Clypeaster, Echinus, Cucumaria, Antedon, Ophiocoma, Echinocardium, Holothuria*
7. Study of digestive system, nephridia of earthworm (Virtual).
8. T.S. through pharynx, gizzard, and typhlosolar intestine of earthworm.
9. Mount of mouth parts and dissection of digestive system and nervous system of *Periplaneta*.
10. To submit a Project Report on any related topic to larval forms (crustacean, mollusca and echinoderm)

Outcomes

- Learn about origin of multicellular organisms from unicellular eukaryotes.
- Understand the concept and diversity of Non-Chordata with an emphasis and distinction in reference to coelom (e.g. in first semester, protist and pseudocoelomates).
- To know about how organisms are classified based on Non-Chordata on their complexity, organization and characters.

Text Books:

1. Kotpal RL (2014) Textbook of Zoology, Invertebrate, Rastogi Publication
2. Jordan and Verma PS (2009) Invertebrate Zoology. S Chand publication.

Suggested Readings:

- ❖ Barrington, E.J.W. (1979). Invertebrate Structure and Functions. II Edition, E.L.B.S. and Nelson.
- ❖ Barnes, R.S.K., Calow, P., Olive, P.J.W., Golding, D.W. and Spicer, J.I. (2002). The Invertebrates: A New Synthesis, III Edition, Blackwell Science
- ❖ Verma P S. (2010) A Manual of Practical Zoology: Non-chordates. S Chand Publication

C-2.2: CELL BIOLOGY

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

Objectives of the paper is to provide basic idea about cytology, different structures of cell and their activities.

THEORY**UNIT–I: Overview of cells and plasma membrane**

Prokaryotic and Eukaryotic cells, Virus, Viroids, Mycoplasma, Prions, Various models of plasma membrane structure.

Transport across membranes: Active and Passive transport, Facilitated transport. Cell junctions: Tight junctions, Desmosomes, Gap junctions.

UNIT– II: Cytoskeleton & Endomembrane System

Structure and Functions: Microtubules, Microfilaments and Intermediate filaments; Structure and Functions: Endoplasmic Reticulum, Golgi apparatus, Lysosomes.

UNIT– III: Mitochondria and Peroxisomes

Mitochondria: Structure, Semi-autonomous nature, Endosymbiotic hypothesis; Mitochondrial Respiratory Chain, Chemo-osmotic hypothesis. Peroxisomes.

UNIT– IV: Nucleus, Cell Division and Cell Signalling

Structure of Nucleus: Nuclear envelope, Nuclear pore complex, Nucleolus; Chromatin: Euchromatin and Heterochromatin and packaging (nucleosome); Mitosis, Meiosis, Cell cycle and its regulation; GPCR and Role of second messenger (cAMP)

PRACTICAL

1. Preparation of temporary stained squash of onion root tip to study various stages of mitosis.
2. Study of various stages of meiosis.
3. Preparation of permanent slide to show the presence of Barr body in human female blood cells/cheek cells.
4. Preparation of permanent slide to demonstrate:
 - i. DNA by Feulgen reaction
 - ii. DNA and RNA by MGP
 - iii. Mucopolysaccharides by PAS reaction
 - iv. Proteins by Mercuric bromophenol blue/Fast Green
5. Demonstration of osmosis (RBC/Egg etc.).

Outcomes

- Learn about the Cell as the fundamental structure unit defines the function of all living things and knowledge of the structures and functions of basic components of prokaryotic and eukaryotic cells, especially macromolecules, membranes, and organelles.
- Understand the cellular components underlying cell division.
- To know the comparison and contrast the events of cell cycle and its regulation with communications of cells with other cells and to the environment.

Text Books:

1. Karp, G. (2010). Cell and Molecular Biology: Concepts and Experiments. VI Edition. John Wiley and Sons, Inc.
2. DeRobertis, E.D.P. and DeRobertis, E.M.F. (2006). Cell and Molecular Biology. VIII Edition. Lippincott Williams and Wilkins, Philadelphia.
3. Sharisha (2007) Biotechnology procedures and experiments handbook., Infinity Science Press, Hingham

Suggested Readings:

- ❖ Bruce Albert, Bray Dennis, Lewis Julian, Raff Martin, Roberts Keith and Watson James (2008). Molecular Biology of the Cell, V Edition, Garland publishing Inc., New York and London.
- ❖ Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G.P. (2009). The World of the Cell. VII Edition. Pearson Benjamin Cummings Publishing, San Francisco.
- ❖ Suvarna S, Lyton C, Bancroft JD (2013) Theory and practice of histological techniques, Churchill Livingstone, Elsevier, UK
- ❖ Cooper, G.M. and Hausman, R.E. (2009). The Cell: A Molecular Approach. V Edition. ASM Press and Sunderland, Washington, D.C.; Sinauer Associates, MA.

GE-2.3: FOOD, NUTRITION AND HEALTH

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

This course provides essential information regarding the food, diet, nutrition and nutritional value in different stages of people.

THEORY

UNIT – I: Basic concept of food and nutrition

Food Components and food-nutrients, Concept of a balanced diet, nutrient needs and dietary pattern for various groups, adults, pregnant and nursing mothers, infants, school children, adolescents and elderly

UNIT – II: Nutritional Biochemistry:

Carbohydrates, Lipids, Proteins- Definition, Classification, their dietary source and role Vitamins- Fat-soluble and Water-soluble vitamins- their dietary source and importance Minerals- Iron, calcium, phosphorus, iodine, selenium and zinc: their biological functions

UNIT – III: Health

Introduction to health- Definition and concept of health, Major nutritional Deficiency diseases- Protein Energy Malnutrition (kwashiorkor and marasmus), Vitamin A deficiency disorders, Iron deficiency disorders, Iodine deficiency disorders- their causes, symptoms, treatment, prevention and government programmes, if any. Life style related diseases- hypertension, diabetes mellitus, and obesity- their causes and prevention through dietary and lifestyle modifications, Social health problems- smoking, alcoholism, drug dependence and Acquired Immuno Deficiency Syndrome (AIDS) - their causes, treatment and prevention, Common ailments- cold, cough, and fevers, their causes and treatment

UNIT – IV: Food hygiene:

Potable water- sources and methods of purification at domestic level Food and Water borne infections: **Bacterial infection:** Cholera, typhoid fever, dysentery; **Viral infection:** Hepatitis, Poliomyelitis, **Protozoan infection:** amoebiasis, giardiasis; **Parasitic infection:** taeniasis and ascariasis their transmission, causative agent, sources of infection, symptoms and prevention. Brief account of food spoilage: Causes of food spoilage and their preventive measures

PRACTICAL

1. To detect adulteration in a) Ghee b) Sugar c) Tea leaves and d) Turmeric
2. Estimation of Lactose in milk
3. Ascorbic acid estimation in food by titrimetry
4. Estimation of Calcium in foods by titrimetry
5. Study of the stored grain pests from slides/photograph (*Sitophilus oryzae*, *Trogoderma granarium*, *Callosobruchus chinensis* and *Tribolium castaneum*): their identification, habitat and food sources, damage caused and control. Preparation of temporary mounts of the above stored grain pests.
6. Project- Undertake computer aided diet analysis and nutrition counseling for different age groups. OR Identify nutrient rich sources of foods (**fruits and vegetables**), their seasonal availability and price OR Study of nutrition labeling on selected foods

Outcomes

- Learn about the nutritional and diet value for all ages group and to obtain knowledge about pre-transitional diseases like under-nutrition and communicable diseases.
- To understand various lifestyle related diseases and their preventive measures which have public health significance.
- To know about the practice good nutrition and provide better care for themselves and their loved ones.

Text Books:

1. Mudambi, SR and Rajagopal, MV (2018). Fundamental of Foods, Nutrition and Diet Therapy; Sixth Ed; New Age International Publishers.
2. Bamji MS, Rao NP, and Reddy V. (2017) Text Book of Human Nutrition; Oxford & IBH Publishing Co. Pvt Ltd., 4th edition

Suggested Readings:

- ❖ Srilakshmi B. Nutrition Science; 2002; New Age International (P) Ltd.
- ❖ Srilakshmi B. Food Science; Fourth Ed; 2007; New Age International (P) Ltd.
- ❖ Swaminathan M. Handbook of Foods and Nutrition; Fifth Ed; 1986; BAPPCO

AECC-2.5 (EV-II) : ETHICS & VALUES

UNIT-II: Values and Good Citizenship

**Full Marks –
25 End Sem Theory – 25/1hr**

2.1 Indian Constitution:

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

2.2 Patriotism:

Patriotic value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

2.3 Volunteerism:

Concept of facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

2.4 Work Ethics:

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

SEMESTER-III

C-3.1: DIVERSITY AND DISTRIBUTION OF CHORDATES

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

Objective of the paper is to provide brief idea about each taxon of chordates with some important biological features and some of the features with respect to their evolutionary relationship.

THEORY

UNIT – I: Protochordates and Origin of Chordates

Protochordata: General characteristics of Hemichordata, Urochordata and Cephalochordata; Study of larval forms in protochordates; Retrogressive metamorphosis in Urochordata.

General characteristics and outline classification Chordata. Dipleurula concept and the Echinoderm theory of origin of chordates.

UNIT – II: Agnatha, Pisces & Amphibia

General characteristics of Agnatha: General characteristics and classification of cyclostomes up to class Chondrichthyes and Osteichthyes; classification up to order, Migration, Parental care in fishes, Accessory respiratory organs in pisces, Evolutionary significance of Dipnoi.

Amphibian: Origin of Tetrapoda (Evolution of terrestrial ectotherms); General characteristics and classification up to order. Parental care in Amphibia.

UNIT – III: Reptilia & Aves

General characteristics and classification up to order in reptiles; Affinities of *Sphenodon*; Poison apparatus and biting mechanism in snakes. General characteristics and classification up to order in Aves *Archaeopteryx* - a connecting link; Flight adaptations and Migration in birds.

UNIT – IV: Mammals & Zoogeography

General characters and classification up to order; Affinities of Prototheria; Adaptive radiation with reference to locomotory appendages. Zoogeographical realms, Theories pertaining to distribution of animals, Plate tectonic and Continental drift theory, distribution of vertebrates in different realms.

PRACTICAL

1. Protochordata: *Balanoglossus*, *Herdmania*, *Branchiostoma*, Colonial Urochordata, Sections of *Balanoglossus* through proboscis and branchio-genital regions, Sections of *Amphioxus* through pharyngeal, intestinal and caudal regions. Permanent slides of *Herdmania* spicules.
2. Agnatha: *Petromyzon* and *Myxine*.
3. Fishes: *Scoliodon*, *Sphyrna*, *Pristis*, *Torpedo*, *Chimaera*, *Mystus*, *Heteropneustes*, *Labeo*, *Exocoetus*, *Echeneis*, *Anguilla*, *Hippocampus*, *Tetrodon*/ *Diodon*, *Anabas*, Flatfish.
4. Amphibia: *Ichthyophis*/ *Ureotyphlus*, *Necturus*, *Bufo*, *Hyla*, *Alytes*, *Salamander*, *Rhacophorus*, *Siren*, *Rana*.
5. Reptilia: *Testudo*, *Chelone*, *Trionyx*, *Hemidactylus*, *Varanus*, *Uromastix*, *Chamaeleon*, *Ophiosaurus*, *Draco*, *Bungarus*, *Vipera*, *Naja*, *Hydrophis*, *Zamenis*, *Python*, *Crocodylus*. Key for identification of poisonous and non-poisonous snakes
6. Aves: Study of six common birds from different orders. Types of beaks and claws. Study of feathers.
7. Mammalia: *Sorex*, Bat (Insectivorous and Frugivorous), *Funambulus*, *Loris*, *Herpestes*, *Erinaceus*.
8. Powerpoint presentation on study of any two animals from two different classes by students. Submission of album of local species.

Outcomes

- Learn about the classification, structure, function and biology of chordates of different taxonomic classes.
- Understand about special topics like zoogeography, metamorphosis, snake bites, migration of birds, parental care of amphibian, echolocation of mammals.
- To know regarding the origin of chordates and origin of tetrapods.

Text Books:

1. Kotpal RL; Modern Textbook of Zoology – Vertebrates; Rastogi Publications- Meerut; 2016 edition
2. Young, J. Z. (2004). The Life of Vertebrates. III Edition. Oxford University Press.
3. Tiwari SK (2006) Fundamentals of World Zoogeography, Sarup & Sons

Suggested Readings:

- ❖ Pough H. Vertebrate life, VIII Edition, 2007 Pearson International.

- ❖ Hall B.K. and Hallgrímsson B. (2008). Strickberger's Evolution. IV Edition. Jones and Bartlett Publishers Inc.

- ❖ Hickman CP, Roberts LS, Keen S, Larson A, Larson H, Isenhour DJ Integrated Principle of Zoology, 14th edition, 2008, McGraw Hill publication
- ❖ Verma PS and Srivastava PC. (2011) Advanced Practical Zoology. S Chand Publication.

C-3.2: PHYSIOLOGY: CONTROLLING AND COORDINATING SYSTEMS

Full Marks –
100
Mid Sem –
15/1hr
End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs

Objectives

Objectives of this paper is to provide basic idea about various physiological processes, endocrine system and basic aspect of Histology.

THEORY

UNIT– I: Tissues & Tissue system

Structure, location, classification and functions of epithelial tissue, connective tissue, muscular tissue and nervous tissue. Structure and types of bones and cartilages, Ossification, bone growth and resorption.

UNIT–II: Muscle & Nervous System

Histology of different types of muscle; Ultra structure of skeletal muscle; Molecular and chemical basis of muscle contraction. Structure of neuron, resting membrane potential, Origin of action potential and its propagation across the myelinated and unmyelinated nerve fibers; Types of synapse, Synaptic transmission and, Neuromuscular junction; Reflex action and its types- reflex arc; Physiology of hearing and vision.

UNIT–III: Reproductive System

Histology of testis and ovary; Physiology of male and female reproduction; Hypothalamus-Pituitary & Gonadal axis. Puberty, Ovarian Cycle, Methods of contraception in male and female, Placental hormones.

UNIT–IV: Endocrine System

Histology of endocrine glands – Hypothalamus (Neuroendocrine gland) pineal, pituitary, thyroid, parathyroid, pancreas, adrenal; hormones secreted by them and their mechanism of action; Classification of hormones and mechanism of hormone action, (steroidal and non-steroidal hormones).

PRACTICAL

1. Demonstration of the unconditioned reflex action (Deep tendon reflex such as knee jerk reflex).
2. Study of permanent slides - Squamous epithelium, Striated muscle fibres and nerve cells.
3. Study of permanent slides - Pancreas, Testis, Ovary, Adrenal, Thyroid and Parathyroid.
4. Microtomy: Preparation of permanent slides/photographs/computer models of any five types of mammalian (Goat/rat, etc) tissues

Outcomes

- Learn regarding the structure, function and regulation of endocrine systems would be broadened.
- Understand the processes underlying male and female reproduction and fertility.
- To know students' interest and passion for biomedical sciences would be invoked.

Text Books:

1. Marieb EN and Hoehn K, Human Physiology, (2013), 9th edition, Pearson Education, USA.
2. Endocrinology, Hadley ME and Levine JE (2009), Pearson Education India; 6th edition
3. Textbook of Medical Physiology, Guyton & Hall, Elsevier, 12th edition, 2016

Suggested Readings:

- ❖ Victor P. Eroschenko. (2008). di Fiore's Atlas of Histology with Functional correlations. XII Edition., Lippincott W. & Wilkins
- ❖ Martini FH, Nath J L and Bartholomew EF. (2015) Fundamentals of Anatomy and Physiology. Pearson Education Publication,
- ❖ Guyton, A.C. & Hall, J.E. (2006). Textbook of Medical Physiology. XI Edition. Harcourt Asia PTE Ltd./W.B. Saunders Company.
- ❖ Tortora, G.J. & Grabowski, S. (2006). Principles of Anatomy & Physiology. XI Edition John Wiley & sons.

C-3.3: FUNDAMENTALS OF BIOCHEMISTRY AND MICROBIOLOGY

Full Marks –
100
Mid Sem –
15/1hr
End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs

Objectives

Objectives of the paper is to provide basic idea about structure, and function of bio-molecules, enzyme, its kinetics and regulation with the information regarding immunoglobulin and comprehensive study related Micro-organisms and their diseases.

THEORY**UNIT-I: Carbohydrates & Lipids**

Structure and Biological importance: Monosaccharides, Disaccharides, Polysaccharides and Glycoconjugates; Structure and Significance: Physiologically important saturated and unsaturated fatty acids, Triacylglycerols, Phospholipids, Glycolipids, Steroids.

UNIT-II: Proteins

Amino acids: Structure, Classification and General properties of α -amino acids; Physiological importance of essential and non-essential α -amino acids. Proteins: Bonds stabilizing protein structure; Level of organization in proteins; Renaturation, Denaturation; Introduction to simple and conjugate proteins
Immunoglobulins: Basic Structure, Classes and Function, Antigenic Determinants.

UNIT-III: Enzymes

Nomenclature and classification; Cofactors; Specificity of enzyme action; Isozymes; Mechanism of enzyme action; Enzyme kinetics; Factors affecting rate of enzyme-catalyzed reactions; Derivation of Michaelis-Menten equation, Concept of K_m and V_{max} , Lineweaver-Burk plot; Multi-substrate reactions; Enzyme inhibition; Allosteric enzymes and their kinetics; Regulation of enzyme action.

UNIT-IV: Microbiology

Bacteria: Classification, structure and reproduction (conjugation, transformation, transduction); Disease (typhoid, Cholera and Tuberculosis); Virus: Classification, structure and reproduction, complementation test in Bacteriophage; Prions, viroid microbes of food, agriculture and industry, Disease (Swine flu, Zika virus and AIDS); Transposable genetic elements: transposon in bacteria, transposon in human, Ac-Ds elements in maize and P-elements in Drosophila.

PRACTICAL

1. Qualitative tests of functional groups in carbohydrates, proteins and lipids.
2. Paper chromatography of amino acids.
3. Action of salivary amylase under optimum conditions.
4. Effect of pH, temperature and inhibitors on the action of salivary amylase./Urease/acid or alkaline phosphatase
5. Demonstration of protein separation by SDS-PAGE.
6. Identification of different bacteria and viruses through slide/photographs
7. Linkage maps based on data from conjugation, transformation, transduction

Outcomes

- To learn about structure-functional relationships of carbohydrates, proteins and lipids and describe the structure and role of purines and pyrimidines in nucleic acids and their types, cot curves, hypo-hyperchromicity of DNA.
- To understand the enzyme, mechanism of action of enzymes; coenzymes, cofactors, Isozymes; kinetics of enzyme catalyzed reactions and enzyme inhibitions and regulatory process.
- Learn about basic laboratory techniques and equipments used in biochemistry.

Text Books:

1. Satyanarayan and Chakrapani, (2017) Biochemistry, Elsevier; Fifth edition
2. Cox, M. Mand Nelson, D.L. (2008). Lehninger's Principles of Biochemistry, V Edition, W.H. Freeman and Co., New York.
3. Jeremy M. Berg, Lubert Stryer, John L. Tymoczko, Gregory J. Gatto, Biochemistry, 8th edition, 2015.
4. Victor W., Rodwell, David A., Bender, Kathleen M., Botham, Peter J., Kennelly, P. Anthony, Harper's Illustrated Biochemistry, 31st edition.
5. Tortora GJ, Funke BR and Case CL (2016) Microbiology: An introduction, Pearson India Education Services Pvt. Ltd. 11th edition

Suggested Readings:

- ❖ Murray, R.K., Bender, D.A., Botham, K.M., Kennelly, P.J., Rodwell, V.W. and Well, P.A. (2009). Harper's Illustrated

Biochemistry, XXVIII Edition, International Edition, The McGraw-Hill Companies Inc.

- ❖ Watson, J.D., Baker, T.A., Bell, S.P., Gann, A., Levine, M. and Losick, R. (2008). *Molecular Biology of the Gene*, VI Edition, Cold Spring Harbor Lab. Press, Pearson Publication.
- ❖ Hames, B.D. and Hooper, N.M. (2000). *Instant Notes in Biochemistry*, II Edition, BIOS Scientific Publishers Ltd., U.K.

- ❖ Devasena T. (2010). Enzymology Oxford University Press; 1 edition
- ❖ Berg, J.M., Tymoczko, J.L. and Stryer, L. (2007). Biochemistry, VI Edition, W.H. Freeman and Co., New York.
- ❖ Peleazar Jr. MJ, Chan E.C.S. and Krieg NR (2001) Microbiology, Mc-Graw Hill Education

AECC-3.6(EV-III): ETHICS & VALUES

UNIT-III: Issues of Drug, Tobacco and Alcohol Addiction

Full Marks –25

End Sem Theory – 25/1hr

3.1 Extent of the Problem:

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

3.2 Socio-economic impact:

Socio-economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

3.3 Law to Address this Problem:

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, deaddiction and rehabilitation

3.4 Role of Stake -holders:

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

SEMESTER-IV

C-4.1: COMPARATIVE ANATOMY OF VERTEBRATES

Full Marks – 100

Mid Sem –

15/1hr End Sem Theory –

60/3 hrs End Sem Practical –

25/3hrs

Objectives

To understand the structures of different systems such as, integumentary, skeletal, digestive, respiratory, circulatory, urogenital, nervous and sensory organs in comparative way among the vertebrate groups.

THEORY

UNIT– I: Integumentary & Skeletal System

Structure, functions and derivatives of integument (Scale, claw, nail, hair, feather and dentition). Axial and appendicular skeleton, Jaws, suspensorium, Visceral arches.

UNIT– II: Digestive & Respiratory System

Alimentary canal and associated glands; Respiration through skin, gills, lungs and air sacs; Accessory respiratory organs.

UNIT– III: Circulatory and Urogenital system

General plan of circulation, evolution of heart and aortic arches; Succession of kidney, Evolution of urogenital ducts, Types of mammalian uteri.

UNIT– IV: Nervous System & Sense Organs

Comparative account of brain; Nervous system, Spinal cord, Cranial nerves in mammals. Classification of receptors: Brief account of visual and auditory receptors in man. Chemo and mechanoreceptors

PRACTICAL

1. Study of placoid, cycloid and ctenoid scales through permanent slides/photographs
2. Disarticulated skeleton of Frog, *Varanus*, Fowl, Rabbit.
3. Carapace and plastron of turtle/tortoise (Photographs, chart etc).
4. Mammalian skulls: One herbivorous and one carnivorous animal.
5. Study of structure of any two organs (heart, lung, kidney, eye and ear) from video recording (may be included if dissection not permitted).
6. Projection on skeletal modifications in vertebrates (may be included if dissection not permitted).

Outcomes

- To understand the comparative account of the different vertebrate systems and pattern of vertebrate evolution, organisation and functions of various systems.
- Learn the comparative account of integument, skeletal components, their function and modifications in different vertebrates.
- To know about evolution of heart, modification in aortic arches, structure of respiratory organs used in aquatic, terrestrial and aerial vertebrates; and digestive system and its anatomical specializations with respect to different diets and feeding habits.

Text Books:

1. Kardong, K.V. (2005) *Vertebrates' Comparative Anatomy, Function and Evolution*. IV Edition. McGraw-Hill Higher Education
2. Kent, G.C. and Carr R.K. (2000). *Comparative Anatomy of the Vertebrates*. IX Edition. The McGraw-Hill Companies
3. R. K. Saxena and Sumitra Saxena (2016). *Comparative Anatomy of Vertebrates* 2nd edition.

Suggested Readings:

- ❖ Hilderbrand, M and Gaslow G.E. *Analysis of Vertebrate structure*, John Wiley and Sons
- ❖ Walter, H.E. and Sayles, L.P; *Biology of Vertebrates*, Khosla Publishing House

C-4.2: PHYSIOLOGY: LIFE SUSTAINING SYSTEMS

Full Marks –
100
Mid Sem –
15/1hr

End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs

Objectives

To provide basic information regarding the physiology of digestion, respiration, circulation, excretion and adaptation.

THEORY

UNIT– I: Physiology of Digestion

Structural organization and functions of gastrointestinal tract and associated glands; Mechanical and chemical digestion of food; Absorption of carbohydrates, lipids, proteins, water, minerals and vitamins; Hormonal control of secretion of enzymes in gastrointestinal tract.

UNIT–II: Physiology of Respiration

Histology of trachea and lung; Mechanism of respiration, Pulmonary ventilation; Respiratory volumes and capacities; Transport of oxygen and carbon dioxide in blood; Respiratory pigments, Dissociation curves and the factors influencing it; Carbon monoxide poisoning; Control of respiration.

UNIT–III: Renal Physiology and Blood

Structure of kidney and its functional unit; Mechanism of urine formation; Regulation of water balance; Regulation of acid-base balance. Components of blood and their functions; Structure and function of haemoglobin in haemostasis: Haemopoiesis, Blood clotting system, Blood groups: Rh factor, ABO and MN.

UNIT– IV: Physiology of Heart

Structure of mammalian heart; Coronary circulation; Structure and working of conducting myocardial fibers. Origin and conduction of cardiac impulses Cardiac cycle; Cardiac output and its regulation, Frank-Starling Law of the heart, nervous and chemical regulation of heart rate. Electrocardiogram, Blood pressure and its regulation.

PRACTICAL

1. Determination of ABO blood group
2. Enumeration of red blood cells and white blood cells using haemocytometer
3. Estimation of haemoglobin using Sahli's haemoglobinometer
4. Preparation of haemin and haemochromogen crystals
5. Recording of blood pressure using a sphygmomanometer
6. Examination of sections of mammalian slides: oesophagus, stomach, duodenum, ileum, rectum, liver, trachea, lung, kidney.

Outcomes

- Learn about basic fundamentals and understand advanced concepts related to systems in the body, their feedback loop controls.
- To understand the connections between knowledge of Physiology in relation to real world situations, including healthy lifestyle decisions, diseases and disorders and homeostatic imbalances.
- To know the role of self-sustaining systems like circulatory, digestive, respiratory and excretory systems and how all of these work in unison to maintain a balance in the body.

Text Books:

1. Marieb E.N. and Hoehn K.N. (2009) Human Physiology. Pearson Education Publication, 9th edition
2. Tortora, G.J. & Grabowski, S. (2006). Principles of Anatomy & Physiology. XI Edition John Wiley & sons.
3. Guyton & Hall, (2016) Textbook of Medical Physiology. Elsevier, 12th edition

Suggested Readings:

- ❖ Victor P. Eroschenko. (2008). di Fiore's Atlas of Histology with Functional correlations. XII Edition. Lippincott W. & Wilkins.
- ❖ Vander A, Sherman J. and Luciano D. (2014). Vander's Human Physiology: The Mechanism of Body Function. XIII Edition, McGraw Hills.
- ❖ Moyes C.D., Schulte PM (2016), Principles of physiology, 2nd edition, Pearson education, 3rd.
- ❖ Guyton, A.C. & Hall, J.E. (2006). Textbook of Medical Physiology. XI Edition. Harcourt Asia PTE Ltd. W.B. Saunders Company.

C-4.3: BIOCHEMISTRY OF METABOLIC PROCESSES

Full Marks – 100

Mid Sem –

15/1hr End Sem Theory –

60/3 hrs End Sem Practical –

25/3hrs

Objectives

To provide basic information regarding the metabolism of carbohydrates, lipids and proteins in details. They will also learn about oxidative phosphorylation and redox reactions.

THEORY

UNIT – I: Overview of Metabolism

Catabolism vs Anabolism, Stages of catabolism, Compartmentalization of metabolic pathways, Shuttle systems and membrane transporters; ATP as "Energy Currency of cell"; coupled reactions; Use of reducing equivalents and cofactors; Intermediary metabolism and regulatory mechanisms.

UNIT – II: Carbohydrate Metabolism

Sequence of reactions and regulation of glycolysis, Citric acid cycle, Phosphate pentose pathway, Gluconeogenesis, Glycogenolysis and Glycogenesis.

UNIT – III: Lipid and Protein Metabolism

β -oxidation and omega -oxidation of saturated fatty acids with even and odd number of carbon atoms; Biosynthesis of palmitic acid; Ketogenesis

Catabolism of amino acids: Transamination, Deamination, Urea cycle; Fate of C-skeleton of Glucogenic and Ketogenic amino acids.

UNIT – IV: Oxidative Phosphorylation

Redox systems; Review of mitochondrial respiratory chain, Inhibitors and uncouplers of Electron Transport System

PRACTICAL

1. Estimation of total protein in given solutions
2. Detection of SGOT and SGPT or GST and GSH in serum/tissue
3. To study the enzymatic activity of Trypsin/Lipase.
4. To perform the Acid and Alkaline phosphatase assay from serum/tissue.
5. Dry Lab (Virtual): To trace the labelled C atoms of Acetyl-CoA till they evolve as CO₂ in the TCA cycle.

Outcomes

- Learn the processes in metabolism and regulation of metabolic pathways.
- Understand the metabolism of carbohydrates, proteins and lipids through various anabolic and catabolic pathways like glycolysis, gluconeogenesis, Krebs cycle, Glycogen metabolism, transamination, deamination, urea cycle, beta and omega oxidation of saturated fatty acids and their regulation; Ketogenesis.
- Know in detail about concepts to illustrate how enzymes and redox carriers and the oxidative phosphorylation machinery occur.

Text Books:

1. Satyanarayan and Chakrapani, (2017) Biochemistry, Elsevier; Fifth edition.
2. Cox, M. and Nelson, D.L. (2008). Lehninger Principles of Biochemistry, V Edition, W.H. Freeman and Co., New York.

Suggested Readings:

- ❖ Murray, R.K., Bender, D.A., Botham, K.M., Kennelly, P.J., Rodwell, V.W. and Weil, P.A. (2009). Harper's Illustrated Biochemistry, XXVIII Edition, International Edition, The McGraw-Hill Companies Inc.
- ❖ Berg, J.M., Tymoczko, J.L. and Stryer, L. (2007). Biochemistry, VI Edition, W.H. Freeman and Co., New York.
- ❖ Hames, B.D. and Hooper, N.M. (2000). Instant Notes in Biochemistry, II Edition, BIOS Scientific Publishers Ltd., U.K.

GE-4.4: ENVIRONMENT AND PUBLIC HEALTH

Full Marks –
100
MidSem –
15/1hr

End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs

Objectives

Objective of this paper is to provide information regarding environmental hazards, pollution, waste management technologies and diseases.

THEORY

UNIT– I: Environmental hazards

Sources of Environmental hazards, hazard identification and accounting, fate of toxic and persistent substances in the environment, dose Response Evaluation, exposure Assessment.

UNIT– II: Pollution

Air, water, noise pollution sources and effects, Pollution control; Greenhouse gases and global warming, Acid rain, Ozone layer destruction, Effect of climate change on public health

UNIT–III: Waste Management Technologies

Sources of waste, types and characteristics, Sewage disposal and its management, Solid waste disposal, biomedical waste handling and disposal, nuclear waste handling and disposal, Waste from thermal power plants, Case histories on Bhopal gas tragedy, Chernobyl disaster, Seveso disaster and Three Mile Island accident and their aftermath

UNIT– IV: Diseases

Causes, symptoms and control of: Tuberculosis, Asthma, Cholera, Typhoid, Malaria and AIDS

PRACTICAL

1. To determine pH, Cl, SO₄, NO₃ in soil and water samples from different locations.

Outcomes

- To learn about specific approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety.
- Understand the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- To know about various risk management and risk communication approaches in relation to issues of environmental justice and equity

Text Books:

1. Cutter, S.L. (1999) Environmental Risk and Hazards, Prentice-Hall of India Pvt. Ltd., New Delhi.
2. Park K (2017) Parks Text Book of Preventive & Social Medicine, Banarsidas Bhanot Publishers

Suggested Readings:

- ❖ Kolluru Rao, Bartell Steven, Pitblado Rand Stricoff 1996. "Risk Assessment and Management Handbook", McGraw Hill Inc., New York.
- ❖ Kofi Asante Duah 1998 "Risk Assessment in Environmental management", John Wiley and sons, Singapore.
- ❖ Kasperson, J.X. and Kasperson, R.E. and Kasperson, R.E., 2003. Global Environmental Risks, V.N. University Press, New York,
- ❖ Joseph F Louvar and B Diane Louver 1997 Health and Environmental Risk Analysis fundamentals with applications, Prentice Hall, New Jersey.
- ❖ Wardlaw GM, Hamp IJS. Perspectives in Nutrition; Seventh Ed; 2007; McGraw Hill.
- ❖ Lakra P, Singh MD. Textbook of Nutrition and Health; First Ed; 2008; Academic Excellence.
- ❖ Manay MS, Shadaksharaswamy. Food-Facts and Principles; 1998; New Age International (P) Ltd.

AECC-4.6 (EV-IV): ETHICS & VALUES

UNIT-IV : Ethical Values for Student Life

Full Marks –
25 End Sem Theory – 25/1hr

4.1 Meaning and Objective of Education:

Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)

4.2 Challenges for Ethical Practices in Institutions of Higher Education:

Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices

4.3 Interpersonal Relation and Community Life in HEI:

Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship)

4.4 Ethical Leadership in Academic Institution:

Concept and Traits of Leadership to Provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of Co-curricular and extra-curricular activities

SEMESTER-V**C-5.1: MOLECULAR BIOLOGY**

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

The objectives of this paper is to provide comprehensive idea about the structure and function of nucleic acid and regulation of gene expression.

THEORY**UNIT– I: Nucleic Acids, DNA Replication & Repair**

Structure: Purine, Pyrimidines, Nucleosides and Nucleotides; Salient features of DNA and RNA, Watson and Crick model of DNA., Nucleic acids cot curves, denaturation and renaturation of DNA, Hypo-Hyper Chromaticity of DNA, DNA Replication in prokaryotes and eukaryotes, mechanism of DNA replication, Semi-conservative, bidirectional and semi-discontinuous replication, RNA priming, Replication of circular and linear ds-DNA, replication of telomeres, Pyrimidine dimerization and mismatch repair.

UNIT– II: Transcription & Translation

RNA polymerase and transcription Unit, mechanism of transcription in prokaryotes and eukaryotes, synthesis of rRNA and mRNA, transcription factors and regulation of transcription.

Genetic code, Degeneracy of the genetic code and Wobble Hypothesis; Process of protein synthesis in prokaryotes: Ribosome structure and assembly in prokaryotes, fidelity of protein synthesis, aminoacyl tRNA synthetases and charging of tRNA; Proteins involved in initiation, elongation and termination of polypeptide chain; Inhibitors of protein synthesis; Difference between prokaryotic and eukaryotic translation.

UNIT– III: Post Transcriptional Modifications and Processing of Eukaryotic RNA

Structure of globin mRNA; Split genes: concept of introns and exons, splicing mechanism, alternative splicing, exon shuffling, and RNA editing, Processing of rRNA.

UNIT– IV: Gene Regulation & Regulatory RNAs

Transcription regulation in prokaryotes: Principles of transcriptional regulation with examples from lac operon and trp operon; Transcription regulation in eukaryotes: Activators, repressors, enhancers, silencer elements; Gene silencing, RNA interference, miRNA, siRNA.

PRACTICAL

1. Study of Polytene chromosomes from *Chironomus/Drosophila* larvae
2. Preparation of liquid culture medium (LB) and raise culture of *E. coli*
3. Estimation of the growth kinetics of *E. coli* by turbidity method
4. Preparation of solid culture medium (LB) and growth of *E. coli* by spreading and streaking
5. Quantitative estimation of Salmon sperm/calf thymus DNA using colorimeter (Diphenylamine reagent) or spectrophotometer (A₂₆₀ nm measurement)
6. Quantitative estimation of RNA using Orcinol reaction
7. Study and interpretation of electron micrographs/photographs showing
 - (a) DNA replication, (b) Transcription and (c) Split genes.

Outcomes

- To learn and describe the basic structure of nucleic acids at the molecular level and with a deeper understanding of the structure of DNA students will be able to explain how RNA differs from DNA.
- Understand about the DNA packaging inside the nucleus in association with the histone proteins and organized in genome.
- To know the profound understanding of the process of transcription, including the three major steps of initiation, elongation, and termination and how this process is both similar and different in prokaryotic and eukaryotic organisms.

Text Books:

1. Karp, G. (2010) Cell and Molecular Biology: Concepts and Experiments. VI Edition. John Wiley and Sons. Inc.
2. Lewin B. (2013). Gene XI, Jones and Bartlett.
3. De Robertis E. D. P. (2017) Cell and Molecular Biology 8 Ed.
4. Arnold Berk, Chris A. Kaiser, Harvey Lodish, Angelika Amon, Hidde Ploegh, Anthony Bretscher, Monty Krieger Kelsey C. Martin (2016) Molecular Cell Biology. 8th edition.

Suggested Readings:

❖ Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G.P. (2009). *The World of the Cell*. VII Edition. Pearson Benjamin Cummings Publishing, San Francisco.

- ❖ Bruce Alberts, Alexander Johnson, Julian Lewis, Martin Raff, Keith Roberts, Peter Walter: Molecular Biology of the Cell, IV Edition.
- ❖ Cooper G.M. and Robert E. Hausman R.E. The Cell: A Molecular Approach, V Edition, ASM Press and Sinauer Associates
- ❖ McLennan A., Bates A., Turner, P. and White M. (2015). Molecular Biology IV Edition. GS, Taylor and Francis Group, New York and London.

C-5.2: PRINCIPLES OF GENETICS AND BIOTECHNOLOGY

**Full Marks –
100
Mid Sem –
15/1hr
End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs**

Objectives

To provide the information regarding the fundamental genetics like Mendelian and Non Mendelian inheritances, linkages, mutations, sex determination of various animals, extrachromosomal inheritances and biotechnology etc.

THEORY

UNIT– I: Mendelian Genetics, Linkage, Crossing Over and Chromosomal Mapping

Principles of inheritance, Incomplete dominance and co-dominance, Multiple alleles, Lethal alleles, Epistasis, Pleiotropy, Sex-linked, sex-influenced and sex-limited characters inheritance. Polygenic inheritance with suitable examples; simple numericals based on it. Linkage and crossing over, Cytological basis of crossing over, Molecular mechanisms of crossing over including models of recombination, Recombination frequency as a measure of linkage intensity, Two factor and three factor crosses, Interference and coincidence, Somatic cell hybridization.

UNIT– II: Mutations

Types of gene mutations (Classification), Types of chromosomal aberrations (Classification, figures and with one suitable example of each), Molecular basis of mutations in relation to UV light and chemical mutagens; Detection of mutations: CLB method, attached X method.

UNIT– III: Sex Determination & Extra-chromosomal Inheritance

Chromosomal mechanisms of sex determination in *Drosophila* and Man; Criteria for extra-chromosomal inheritance, Antibiotic resistance in *Chlamydomonas*, Mitochondrial mutations in *Saccharomyces*, Infective heredity in *Paramecium* and Maternal effects.

UNIT– IV: Principles of Biotechnology

Concept and Scope of Biotechnology, Genetic Engineering; Mechanism of Recombinant DNA Technology: Restriction enzymes, vectors, PCR; Molecular Techniques: Southern Blotting, Northern Blotting and Western Blotting; DNA finger printing, cloning, transgenic animals.

PRACTICAL

1. Study of Mendelian laws and gene interactions.
2. Linkage maps based on data from *Drosophila* crosses
3. Study of human karyotype (normal and abnormal).
4. Pedigree analysis of some human inherited traits.
5. To study following techniques through photographs
 - a) Southern Blotting
 - b) Northern Blotting
 - c) Western Blotting
 - d) DNA sequencing (Sanger's Method)
 - e) PCR
 - f) DNA finger printing

Outcomes

- To learn the history and scope of Genetics.
- Understanding the pre-Mendelian genetic concepts and to study the laws and concepts of Mendelian inheritance.
- To know about the principles of deviation from Mendelian inheritance with examples and concepts of multiple alleles with examples.

Text Books:

1. Benjamin Pierce, (2015) *Genetics- A Conceptual Approach*, 5th edition, W.H. Freeman publication
2. Klug, W.S., Cummings, M.R., Spencer, C.A. (2012). *Concepts of Genetics*. X Edition.

Suggested Readings:

- ❖ Benjamin Cummings, Russell, P.J. (2009). *Genetics- A Molecular Approach*. III Edition.
- ❖ Snustad, D.P., Simmons, M.J. (2009). *Principles of Genetics*. V Edition. John Wiley and Sons Inc.
- ❖ Griffiths, A.J.F., Wessler, S.R., Lewontin, R.C. and Carroll, S.B. *Introduction to Genetic Analysis*. IX Edition. W.H. Freeman and Co.
- ❖ Fletcher H. and Hickey I. (2015). *Genetics*. IV Edition. GS, Taylor and Francis Group, New York and London.

DSE-5.3: ANIMAL BEHAVIOUR AND CHRONOBIOLOGY

Full Marks –
100
Mid Sem –
15/1hr

End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs

Objectives

To know in details about patterns of behaviours, survival strategies, social and cooperative behaviours, design of signals and chronobiology.

THEORY

UNIT– I: Animal Behaviour

Origin and history of Ethology; Brief profiles of Karl von Frisch, Ivan Pavlov, Konrad Lorenz, Niko Tinbergen; Proximate and ultimate behavior; Objective of behaviour, Behaviour as a basis of evolution; Behaviour as a discipline of science; Innate behaviour, Instinct, Stimulus filtering, Sign stimuli and Codebreakers.

UNIT–II: Patterns of Behaviour

Stereotyped Behaviours (Orientation, Reflexes); Individual behavioural patterns; Instinct vs. Learnt Behaviour; Associative learning, classical and operant conditioning, Habituation, Imprinting.

UNIT– III: Social and Sexual Behaviour

Social Behaviour: Concept of Society; Communication and the senses; Altruism; Insects' society with Honey bee as an example; Foraging in honey bee and advantages of the waggle dance.

Sexual Behaviour: Asymmetry of sex, Sexual dimorphism, Mate choice, Intra-sexual selection (male rivalry), Inter-sexual selection (female choice), Sexual conflict in parental care.

UNIT– IV: Chronobiology

Historical developments in chronobiology; Biological oscillation: the concept of Average, amplitude, phase and period. Adaptive significance of biological clocks, Relevance of biological clocks, Types and characteristics of biological rhythms: Short- and Long-term rhythms; Circadian rhythms; Tidal rhythms and Lunar rhythms; Concept of synchronization and masking; Photic and non-photic zeitgebers; Circannual rhythms; Photoperiod and regulation of seasonal reproduction of vertebrates; Role of melatonin.

PRACTICAL

- To study nests and nesting habits of the birds and social insects.
- To study the behavioural responses of woodlice in dry and humid condition.
- To study geotaxis behaviour in earthworm.
- To study the phototaxis behaviour in insect larvae.
- Study and actogram construction of locomotor activity of suitable animal models.
- Study of circadian functions in humans (daily eating, sleep and temperature patterns).
- Visit to Forest/Wildlife Sanctuary/Biodiversity Park/Zoological Park to study behavioral activities of animals and prepare a short report.

Outcomes

- Understand types of animal behaviour and their importance to the organisms and enhance their observation, analysis, interpretation and documentation skills by taking short projects pertaining to Animal behaviour and chronobiology.
- Learn about the biological rhythm and their application in pharmacology and modern medicine and relate animal behaviour with other subjects such as Animal biodiversity, Evolutionary biology, Ecology, Conservation biology and Genetic basis of the behaviour.
- To learn various processes of chronobiology in their daily life such as jet lag.

Text Books:

- John A. (2009) Animal Behaviour. 9th edition, Sinauer Associate Inc., USA.
- Vinod Kumar (2002) Biological Rhythms: Narosa Publishing House, Delhi/Springer-Verlag, Germany.

Suggested Readings:

- ❖ AK Pati. Chronobiology: The Dimension of Time in Biology and Medicine. PINSA (Biological Sciences). Part B 67(6). 323-372, Dec., 2001.
- ❖ David McF. Animal Behaviour. Pitman Publishing Limited, London, UK.
- ❖ Manning A and Dawkins MS. An Introduction to Animal Behaviour. Cambridge University Press, USA.
- ❖ Paul WS and John A. (2013) Exploring Animal Behaviour. 6th Edition. Sinauer Associate Inc., Massachusetts, USA.
- ❖ Jay C. Dunlap, Jennifer J. Loros, Patricia J. DeCoursey (ed). 2004, Chronobiology Biological Timekeeping: J, Sinauer Associates, Inc. Publishers, Sunderland, MA, USA.

DSE-5.4: ECONOMIC ZOOLOGY

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

To provide a significant study about the apiculture, sericulture, aquaculture, dairy and poultry farming.

THEORY

UNIT-I: Bee-keeping and Bee Economy (Apiculture)

Varieties of honey bees and Bee pasturage; Setting up an apiary:

Langstroth's/Newton's hive, bee veil, brood and storage chambers, iron frames and comb sheets, drone excluder, rearing equipments, handling of bees, artificial diet; Honey extraction techniques; Physico-chemical analysis of honey; Other beneficial products from bee.

UNIT- II: Silk and Silk Production (Sericulture)

Different types of silk and silk worms in India; Rearing of *Bombyx mori*, Rearing racks and trays, disinfectants, rearing appliances, black boxing, Chawki rearing, bed cleaning, mountages, harvesting of cocoons; Silkworm diseases: Pebrine, Flacherie, Grasserie, Muscardine and Aspergillosis, and their management; Silkworm pests and parasites: Uzi fly, Dermestid beetles and their management; Silk reeling techniques and Quality assessment of silk fibre.

UNIT- III: Aquaculture

Induced breeding of fish; Management of hatchery of fish; Management of nursery, rearing and stocking ponds; Preparation and maintenance of fish aquarium; Preparation of compound diets for fish; Role of water quality in aquaculture; Fish diseases: Bacterial, viral and parasitic; Preservation and processing of harvested fish; Fishery by-products. Prawn farming; Culture of crab; Pearl culture.

UNIT- IV: Dairy and Poultry Farming

Introduction; Indigenous and exotic breeds; Rearing, housing, feed and rationing; Commercial importance of dairy and poultry farming; Varietal improvement techniques; Diseases and their management; Dairy or poultry farm management and business plan; Visit to any dairy farm or Poultry farm.

PRACTICAL

1. Submission of report on any one field visit related to Aquaculture/Apiculture/Sericulture/Poultry/Dairy farm.
2. Study of different types of bees (Queens, Drones and Worker bees).
3. Study of different types of silk moths.
4. Study of life history of silk moth.
5. Study of different types of pearls.
6. Study of different types of fish diseases.
7. Identification of different types of scales in fishes.
8. Study of different types of fins.
9. Study of different modified structures of fishes (Saw of sawfish, Hammer of hammerhead fish, tail of shark etc.)
10. Identification of various types of natural silks.

Outcomes

- To learn in detail about the rearing of honey bees and silk worms.
- To understand the scope and significance of aquaculture, acquire the knowledge on culture of Freshwater Fishes.
- To know and describe the culturable characteristics of Prawns and Molluscs; explain the economic importance of Pearl oyster.

Text Books:

1. Sarkar, Kundu and Chaki. (2014) Introduction to Economic Zoology. NCB A Publisher.
2. T. V. R. Pillay (Author), M. N. Kutty (2011) Aquaculture: Principles and Practices, Wiley India Pvt Ltd; Second edition

Suggested Readings:

- ❖ Dhyansingh Bisht, Apiculture, ICAR Publication.
- ❖ Dunham RA (2004) Aquaculture and Fisheries Biotechnology – Genetic Approaches. CABI publications, U.K.
- ❖ Hafez ESE (1962) Reproduction in Farm Animals. Lea and Fabiger Publishers.
- ❖ Knobil E and Neill JD (2006) The Physiology of Reproduction. Vol. 2. Elsevier Publishers, USA.
- ❖ Prost PJ (1962) Apiculture. Oxford and IBH, New Delhi.
- ❖ Singh S. Beekeeping in India, Indian Council of Agricultural Research, New Delhi.
- ❖ Srivastava CBL (1999) Fishery Science and Indian Fisheries. Kitab Mahal publications, India.

AECC-5.5 (EV-V) :ETHICS&VALUES

UNIT-V: Vulnerable Sections of Society: Understanding their Issues

**Full Marks –
25 End Sem Theory – 25/1hr**

5.1 Issues Relating to Children:

Nutrition and health, Child Exploitation : Child labour, Trafficking, Sexual exploitation

5.2 Issues Relating to Elderly Persons:

Abuse of Elders, Financial Insecurity, Loneliness and Social Insecurity, Health Care Issues, Needs for a Happy and Dignified Ageing

5.3 Issues Relating to Persons with Disability:

Rights of PWD, affirmative action, Prevention of discrimination, providing equal opportunity, various schemes for empowering PWD and social justice for PWD

5.4 Issues Relating to Third Gender:

Understanding the Third Gender, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender

SEMESTER-VI

C-6.1: DEVELOPMENTAL BIOLOGY

Full Marks –

100 Mid Sem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

The main objective of Developmental Biology course is to make student understand the pattern and process of embryonic development, body plan, fate map, induction, competence, regulative and mosaic development, molecular and genetic approach for the study of developing embryo.

THEORY

UNIT- I: Introduction to Developmental Biology, Gametogenesis & Fertilization

Historical perspective and basic concepts: Phases of development, Cell-Cell interaction, Pattern formation, Differentiation and growth, Differential gene expression, Cytoplasmic determinants and asymmetric cell division. Gametogenesis, Spermatogenesis, Oogenesis; Types of eggs, Egg membranes; Fertilization (External and Internal): Changes in gametes, Block to polyspermy.

UNIT- II: Early Embryonic Development

Cleavage: Planes and patterns of cleavage; Types of Blastula; Fate maps (including Techniques); Early development of frog and chick up to gastrulation; Embryonic induction and organizers.

UNIT- III: Late Embryonic Development

Fate of Germ Layers; Extra-embryonic membranes in birds; Implantation of embryo in humans, Placenta (Structure, types and functions of placenta).

UNIT- IV: Post Embryonic Development & Implications of Developmental Biology

Metamorphosis: Changes, hormonal regulations in amphibians and insects; Regeneration: Modes of regeneration, epimorphosis, morphallaxis and compensatory regeneration (with one example each); Ageing: Concepts and Theories. Teratogenesis: Teratogenic agents and their effects on embryonic development; In vitro fertilization, Stem cell (ESC), Amniocentesis.

PRACTICAL

1. Study of whole mounts and sections of developmental stages of frog through permanent slides: Cleavage stages, blastula, gastrula, neurula, tail-bud stage, tadpole (external and internal gill stages) and life cycle of frog.
2. Study of whole mounts of developmental stages of chick through permanent slides: Primitive streak (13 and 18 hours), 21, 24, 28, 33, 36, 48, 72, and 96 hours of incubation (Hamilton and Hamburger stages).
3. Study of the developmental stages and life cycle of *Drosophila* from stock culture.
4. Study of different sections of placenta (photomicrograph/slides).
5. Project report on *Drosophila* culture/chick embryo development.
6. Study of developmental stages by raising chick embryo in the laboratory.

Outcomes

- To learn about the mechanisms that support growth and development in a zygote.
- To understand about the interesting and unique post-embryonic development that happens in other animals.
- To know about the concept of ageing and the relevance of this knowledge in several medical applications.

Text Books:

1. Lewis Wolpert (2010). Principles of Development. II Edition, Oxford University Press.
2. Gilbert, S.F. (2017). Developmental Biology, XI Edition, Sinauer Associates, Inc., Publishers, Sunderland, Massachusetts, USA.

Suggested Readings:

- ❖ Carlson, R.F. Patten's Foundations of Embryology.
- ❖ Kalthoff (2008). Analysis of Biological Development, II Edition, McGraw-Hill Publishers.
- ❖ Verma P S and Agrawal V K, Chordata Embryology (2010) (S Chand Publication).

C-6.2: EVOLUTIONARY BIOLOGY

Full Marks –

100 MidSem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

Objectives of the paper is to provide basic idea about classical and modern taxonomic approaches, Biodiversity and conservation of bio-resources, makes student aware about the evolutionary process and various components of ecosystem and their importance

THEORY**UNIT– I: Theories, Evidences of Evolution and Extinction**

Life's Beginnings: Chemogeny, RNA world, Biogeny, Origin of photosynthesis, Evolution of eukaryotes. Historical review of evolutionary concept: Lamarckism, Darwinism, Neo-Darwinism. Evidences of Evolution: Fossil record (types of fossils, transitional forms, geological time scale, evolution of horse, Sources of variations: Heritable variations and their role in evolution. Extinctions, Background and mass extinctions (causes and effects), detailed example of K-Extinction.

UNIT–II: Process of Evolutionary changes

Population genetics: Hardy-Weinberg Law (statement and derivation of equation, application of law to human Population); Evolutionary forces upsetting H-We equilibrium; Natural selection (concept of fitness, selection coefficient, derivation of one unit of selection for a dominant allele, genetic load, mechanism of working, types of selection, density-dependent selection, heterozygous superiority, kin selection, adaptive resemblances, sexual selection). Genetic Drift (mechanism, founder's effect, bottleneck phenomenon); Role of Migration and Mutation in changing allele frequencies.

UNIT–III: Species concept and Speciation

Product of evolution: Microevolutionary changes (inter-population variations, clines, races, Species concept, Isolating mechanisms, modes of speciation—allopatric, sympatric, Parapatric. Adaptive radiation / macroevolution (exemplified by Galapagos finches);

UNIT– IV: Concept of Origin and Evolution of man

Origin and evolution of man, Unique hominin characteristics contrasted with primate characteristics, primate phylogeny from *Dryopithecus* leading to *Homo sapiens*, molecular analysis of human origin. Phylogenetic trees, Multiple sequence alignment, construction and interpretation of phylogenetic trees.

PRACTICAL

1. Study of fossils from models/ pictures
2. Study of homology and analogy from suitable specimens
3. Study and verification of Hardy-Weinberg Law by chi square analysis
4. Demonstration of role of natural selection and genetic drift in changing allele frequencies using simulation studies
5. Graphical representation and interpretation of data of height/weight of a sample of 100 humans in relation to their age and sex.
6. Construction of phylogenetic trees with the help of bioinformatic tools (ClustalX, Phylip, NJ) and its interpretation.

Outcomes

- To learn about many theories regarding biogeny, evolution of eukaryotes and the information of fossils and extinction.
- To understand about population genetics, with the concept of origin and evolution of man various concepts for phylogenetic tree making.
- To know in details about species concept and speciation.

Text Books:

1. Campbell, N.A. and Reece J.B. (2011). Biology. IX Edition. Pearson, Benjamin, Cummings.
2. Rastogi B.B., (2018). Organic Evolution, MedTech; 3rd edition

Suggested Readings:

- ❖ B.K. and Hallgrimson, B. (2008). Evolution IV Edition. Jones and Barlett Publishers.
- ❖ Douglas, J. Futuyma (1997). Evolutionary Biology. Sinauer Associates. Snustad. S Principles of Genetics.
- ❖ Ridley, M. (2004) Evolution III Edition Blackwell publishing Hall.

DSE-6.3: IMMUNOLOGY

Full Marks –

100 MidSem –

15/1hr

End Sem Theory – 60/3

hrs End Sem Practical –

25/3hrs

Objectives

To develop knowledge about structures and function of immune cells, immunoglobulins, antigens and their interactions with antibodies. They will know about MHC molecules, cytokines, hyper sensitivity reactions and cellular mode of immunity development. They will know the immune diffusion technique and ELISA.

THEORY

UNIT– I: Innate and Adaptive Immunity

Historical perspective of Immunology, Early theories of Immunology, Cells and organs of the Immune system. Anatomical barriers, Inflammation, Cell and molecules involved in innate immunity, Adaptive immunity (Cell mediated and humoral), Passive: Artificial and natural Immunity, Active: Artificial and natural Immunity, Immune dysfunctions (brief account of autoimmunity with reference to Rheumatoid Arthritis and tolerance, AIDS).

UNIT–II: Antigens and Immunoglobulins

Antigenicity and immunogenicity, Immunogens, Adjuvants and haptens, Factors influencing immunogenicity, Band T-Cell epitopes, Immunoglobulins: Structure and functions of different classes of immunoglobulins, Antigen antibody interactions, Immunoassays (ELISA-Direct, Indirect, Competitive, Sandwich and RIA)

UNIT–III: Major Histocompatibility Complex, Cytokines and Complement system

Structure and functions of MHC molecules. Endogenous and exogenous pathways of antigen processing and presentation; Cytokines - Properties and functions of cytokines, Therapeutics Cytokines Complement System - Components and pathways of complement activation.

UNIT– IV: Hypersensitivity and Vaccines

Gell and Coombs' classification and brief description of various types of hypersensitivities Vaccines - various types of vaccines, Advances in vaccine production.

PRACTICAL

1. Study of lymphoid organs.
2. Histological study of spleen, thymus and lymph nodes through slides/ photographs
3. Preparation of stained blood film to study various types of White blood cells.
4. ABO blood group determination.
5. Total WBC counting.
6. Demonstration of ELISA.
7. Demonstration of Bone marrow smear to study Immune cells.

Outcomes

- To learn and describe the basic mechanisms, distinctions and functional interplay of innate and adaptive immunity and define
- Understand the molecular basis of complex, humoral (Cytokines, Complement) and cellular processes involved in inflammation and immunity, in states of health and disease.
- To know cellular/molecular pathways of humoral/cell-mediated adaptive responses including the role of Major Histocompatibility Complex Explain the cellular and molecular aspects of lymphocyte activation, homeostasis, differentiation, and memory

Text Books:

1. Abbas K. Abul and Lechtman H. Andrew (2017) Cellular and Molecular Immunology. V Edition. Saunders Publication.
2. Kindt, T.J., Goldsby, R.A., Osborne, B.A. and Kuby, J. (2017). Immunology, VI Edition. W.H. Freeman and Company.

Suggested Readings:

- ❖ Peter J. Delves and Seamus J. Martin (2017) Roitt's Essential Immunology, Wiley-Blackwell; 13th edition

DSE-6.4: FISH AND FISHERIES

Full Marks –
100
Mid Sem –
15/1hr

End Sem Theory – 60/3
hrs
End Sem Practical –
25/3hrs

Objectives

To learn details about taxonomy and biology of fishes as well as various aquaculture techniques in details.

THEORY

UNIT– I: Systematics, Morphology and Physiology

Systematic classification of native/exotic fishes (upto classes), Types of fins and their modification; Locomotion in fishes; Hydrodynamics; Types of scales, Use of scales in classification and determination of age of fish; Gills and gas exchange; Swim bladder; Reproductive strategies (Special reference to Indian fishes); Electric organs; Bioluminescence; Mechanoreceptors; Schooling; Migration

UNIT– II: Fisheries

Inland fisheries; Marine fisheries; Environmental factors influencing the seasonal variation in fish; Fishing crafts and Gears; Depletion of Fisheries resources; Fisheries laws and regulations.

UNIT– III: Aquaculture

Sustainable aquaculture; Extensive, semi-intensive and intensive culture of fish; Polyculture; Composite fish culture; brood stock management; Induced breeding of fish; Management of fin fish hatcheries; Preparation and maintenance of fish aquarium. Factors affecting aquaculture.

UNIT– IV: Fish Pathology and Transgenesis

Fish diseases: bacterial, viral and parasites; Preservation, diagnosis and treatment, Processing of harvested fish, Fishery by products; Transgenic fish, zebra fish as a model organism in research.

PRACTICAL

1. Study of *Petromyzon*, *Myxine*, *Pristis*, *Chimaera*, *Exocoetus*, *Hippocampus*, *Gambusia*, *Labeo*, *Heteropneustes*, *Anabas*
2. Study of different types of scales (Through permanent slides and photographs)
3. Study of crafts and gears used in fisheries.
4. Water quality criteria for aquaculture: assessment of pH, conductivity, total solids and total dissolved solids.
5. Study of air breathing organs in *Channa*, *Heteropneustes*, *Anabas* and *Clarias*.
6. Demonstration of induced breeding in fishes (Virtual).
7. Demonstration of parental care in fishes (Virtual).
8. Project report on a visit to any fish farm/pisciculture unit/zebra fish rearing lab

Outcomes

- To learn about different aspects about the current status, classification, fish and fishery resources and types of capture and culture practices employed in various Inland (cold water and riverine systems), reservoirs, estuaries as well as marine water bodies in India.
- To understand the points on and various and problems encountered by these major water bodies and also disseminate on different schemes practiced for the development of the same.
- To know and demonstrate as sound understanding on various regulations and policies for assessment and conservation of fishery resources.

Text Books:

1. Q Bone and R Moore (2008), Biology of fishes, Taylor and Francis group, CRC Press, UK
2. S.S. Khanna and H.R. Singh (2014) A text book of fish biology and fisheries, Narendra Publishing House, 3rd edition.

Suggested Readings:

- ❖ DH Evans and JD Claiborne, The Physiology of fishes, Taylor and Francis group, CRC, UK
- ❖ RJ Mogdans and BG Kapoor, The senses of fish: Adaptations for the reception of natural stimuli, Springer, Netherland
- ❖ CBL Srivastava, Fish biology, Narendra Publishing House
- ❖ JR Norman, A History of fishes, Hill and Wang Publishers.

OR

DSE-6.4: PROJECTWORK

Full Marks –
100 End Sem –
100

Each student has to undertake a project work under the guidance of a teacher and submit the project report in the form of a thesis. There will be a presentation of the project work before an external examiner.

AECC-6.5 (EV-VI): ETHICS & VALUES

UNIT-VI: Environmental & Techno Ethics

Full Marks –
25 End Sem Theory – 25/1hr

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefits of society and cruelty against animal.

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, **Renew** (removal of chemicals),

Refuse and Responsibility.

Green Technology in relation to: - Energy and Construction.

6.3 Ethics and Technology:

Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other,

Agricultural, Industrial, Digital, Globalized Age etc

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects

Ethics and Use of Digital Technology: Cyberethics- Crimes and Ethical hacking,

Ethics of social media: WhatsApp, Facebook, Twitter and others
